

Evaluation Process & Content for Montana
2011 Creating Change, Inc.

Category/Item	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
1. Performance Measures							
1.0.1. Are existing objectives sufficient	Objectives meet required program components	Objectives meet requirements and contain outcomes	Objectives meet requirements, contain outcomes and are objectively measured	Objectives meet requirements, contain outcomes, are objectively measured and aligned to the needs assessment	Objectives meet requirements, contain outcomes, objectively measured, aligned to needs and reviewed annually for relevancy	Cause a review of objectives and to make modifications as needed	Annually: survey to director and building admin
1.0.2. Does the objective have data collected against it	No objectives have data associated with them	Fewer than half of the objectives have data collected against them	More than half of the objectives have data collected against them	Most of the objectives have data collected against them with a standard for effective completion	All objectives have data collected against them and associated standards as shown in the achievement data	Performance objectives should be measureable and directors should be aware of what data pertains to each objective	Quarterly: OSTLMS alignment report elements and director survey
1.0.3. Are the objectives aligned to the needs assessment	Needs from the grant are not identified	Needs are identified but no relationship exists between needs and objectives	Major needs are identified from the grant and each major need is addressed in current objectives	Objectives are aligned to current needs and progress is monitored annually	Needs are reviewed annually and program progress is assessed against identified needs, then needs and objectives are created and aligned	Grant needs establish the need for the program and program elements are constructed to affect the need	Annually: survey to director along with the data generated in the OSTLMS alignment report elements
1.0.4. Local objectives aligned to the state performance goals	Fewer than 1/3 of the performance objectives are aligned to the state goals	Fewer than half of the objectives are aligned to the state goals	More than half of the objectives are aligned to state goals	All of the objectives are aligned to state goals	All of the performance objectives are aligned to the state goals and are evaluated and scored against the state goals	This element provides the ability to role the data up so that the state can be more specific on achievement by state goals	Annually: OSTLMS will have this data in the Annual monitoring report

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2. Programming	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
2.0.1. Does programming meet the minimum requirements of time/week and days/year	Programming is less than 70% of the required/recomm ended time/week and day/year	Programming is offered that is less than 100% but greater than 90% of required/recomm ended time/week and day/year	Programming is 100% of the required/recomm ended time/week and day/year	Programming exceeds minimum requirements/ recommendations	Programming exceeds the minimum requirements and is monitored regularly for effectiveness both academically and socially	Minimum requirements are important to understand both for compliance and program effectiveness	Monthly: OSTLMS has the data in typical operations section of the monthly review report
2.0.2. Programming is reflective of the stated objectives	Less than 50% of programming is aligned to objectives	Less than 75% of programming aligns to objectives	At least 90% of programming aligns to objectives	All offered programming is aligned to objectives	Programming is specifically aligned to the objectives and is scored and analyzed for effectiveness	Performance objectives are to be the guide for what is done within the program	Monthly: OSTLMS alignment portion of the monthly review report
2.0.3. Programming attains the desired attendance results	Program attendance and frequency is less than 75% of desired amounts	Program attendance is on target but program frequency is less than desired amounts	Program attendance and frequency are both on target.	Program attendance exceeds desired amounts and frequency of at least 50% of the program attendees is at least 60 days or more	Program attendance exceeds desired amounts and frequency of at least 70% of the program attendees is at least 60 days or more	Programming must be designed to attract and retain students voluntarily to be ultimately successful	Monthly: OSTLMS will provide attendance rates

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3. Academics	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
3.0.1. Individual academic achievement goals are established for enrolled students	Less than 80% of program participants have academic goals set	80% -84% of program participants have academic goals set	85% -89% of program participants have academic goals set	90% -94% of program participants have academic goals set	95% or more of program participants have academic goals set	Goals are an important part of the focus process leading to achievement	Monthly: OSTLMS will produce this in the typical operations components
3.0.2. The academic component of this program meet student needs	There is no evidence that a clearly identified academic component applied to each student exists in the program	There is evidence of academic components, but no evidence of student progress as a result	There is evidence of academic results but no link to the academic components of programming	There is evidence of student needs being met or exceeded at rates lower than what is in the objectives	There is evidence that student needs have been met or exceeded to the academic standard set by the objectives.	With academics being a priority at every level, this area must be justified by data	Annual: OSTLMS has significant data to assess the academics or the data should be readily available to be reviewed by evaluator
3.0.3. Students engage in the academic component of the program with sufficient regularity to affect academic progress	<70% of program participants attend 60 days or more	70%-74.5% of program participants attend more than 60 days	75%-79.5% of program participants attend more than 60 days	80%-84.5% of program participants attend more than 60 days	85% of program participants attend more than 90 days	Attendance frequency is a prominent measure of effectiveness academically and that is why this area is considered	Annual: OSTLMS attendance and academic progress analysis

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4. Non-Academic Enrichment	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
4.0.1. Enrichment activities are happening according to objectives and the most popular common elements of enrichment have been identified.	No enrichment objective exists. No enrichment activities are part of the program.	No enrichment objective exists. Enrichment activities are offered and attendance rates are at least 50% of objective rates	At least 50% of enrichment activities are aligned to objectives and student attendance rates are at least 50% of objective rates	At least 85% of enrichment activities are aligned to objectives and student attendance rates are at least 90% of objective rates	All enrichment activities are related to objectives, attendance rates are at or above objective rates and program components that most attract and retain children are identified	A primary element of success is to identify those things that attract and retain children to the program. Through this process programs can better offer what will bring them in	Quarter: OSTLMS will have accurate accounting on which courses are most popular and their value.
5. Family Programming	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
5.0.1. Purpose and results of family programming	No family objective is present and/or no family programming has been offered.	A family objective exists and at least one family program has been offered and attendance either wasn't taken or less than 25% of regular program participants had family members attend the event.	Family programming is designed around the objective that guides it and at least 25% of regular program participants have had family members attend at least one family event.	Family programming is designed around the objective that guides it and at least 50% of regular program participants have had family members attend at least one family event.	Family programming is designed around the objective that guides it and more than 80% of regular program participants have had family members attend at least one family event.	Alignment of family programming to the intended purpose will be valuable to assure that the proper forms of family programming are offered.	Monthly: Attendance in OSTLMS as will weighted course alignments to objectives.

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6.1. Operations- Staff	Rubric Score 1	Rubric Score 2	Rubric Score 3	Rubric Score 4	Rubric Score 5	Purpose	Notes
6.1.1. Is the adult/student ratio sufficient to attain academic and social objectives	Academic and enrichment activities are staffed so that child/adult ratios are an average of 20/1	Academic and enrichment activities are staffed so that child/adult ratios are an average of 15/1	Academic and enrichment activities are staffed so that child/adult ratios are an average of 12/1	Academic and enrichment activities are staffed so that child/adult ratios are an average of 10/1	Academic and enrichment activities are staffed so that child/adult ratios are an average of 8/1 or under	The ratio is important to the relationships built between adults and children	Quarterly: This is an average that will need to be entered by the director (needs a place to be entered)
6.1.2. Is the staff recruitment and hiring process effective in attaining staff that can meet/exceed program objectives	There is no established hiring process and legal requirements are not monitored	It is unknown if staff meet legal requirements	All staff meet program legal requirements	Staff are hired to meet program objectives and all staff meet all program legal requirements	All staff are hired to meet program objectives after an adequate search and hired staff meet all program legal requirements	Personnel is key to the success of any program	Annually: Survey to director
6.1.3. Is the frequency and type of staff development offered sufficient to meet objectives	Staff development has not been offered and there is no evidence of staff preparedness	Staff development has not been offered and there is little evidence of staff preparedness	Staff development has been offered as a pre-service and little evidence exists that staff are prepared	Staff development has been offered spontaneously and staff surveys indicate that staff feel prepared for their duties	Staff development has been offered regularly and staff surveys and student/program results reveal that the staff feel prepared for their duties and assignments	Insuring that staff are prepared for their duties and responsibilities is essential to continuing success.	Quarterly: staff survey that indicates the value to staff along with a running list of staff development opportunities in OSTLMS

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6.1.4. What is staff enthusiasm and morale over the year	Staff morale is low and is negatively affecting programming	Staff morale is obviously low and evidenced as such.	Staff morale appears to be adequate where staff are functioning in their positions and students are reacting positively but no data exists to support this	During observation both staff and students seem to enjoy their time together and it appears that positive and appropriate relationships are forming	There is evidence that the staff morale is high and sustained through the program year and the same is observed	Because creating relationships with children is of such great social and academic value, having a culture that is contributory is helpful	Quarterly: director and staff survey
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